Ministry of
Education

2003/04
Annual Service Plan Report

BRITISH
COLUMBIA

National Library of Canada Cataloguing in Publication Data
British Columbia. Ministry of Education.
Annual Service Plan Report. —2002/03 —

Annual.
Reporting year ends June 30.
Continues: British Columbia. Ministry of Education. Annual Report (1988)
ISSN 1481-8442.
ISSN 1705-9097 = Annual service plan report — British Columbia. Ministry of Education.

1. British Columbia. Ministry of Education —
Periodicals. 2. Education — British Columbia —
Periodicals. 3. Education and state — British Columbia —
Periodicals. I. Title. II. Title: Ministry of Education . . . Annual Service Plan Report

L222.B7A22 353.8'09711'05 C2003-960100-9

For more information on the British Columbia
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Published by the Ministry of Education

104-06149/

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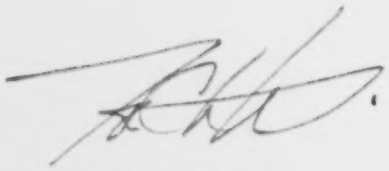
Accountability Statement

The 2003/04 Ministry of Education Annual Service Plan Report was prepared under my direction and in accordance with the *Budget Transparency and Accountability Act*. The report compares the actual results to the expected results identified in the ministry's 2003/04 Service Plan. I am accountable for the ministry's results and the basis on which they have been reported.



Honourable Tom Christensen
Minister of Education

June 7, 2004

BRITISH COLUMBIA

Ministry of Education

It is my pleasure to present the Ministry of Education's 2003/04 Annual Service Plan Report.

This annual report details the ministry's accomplishments in B.C.'s education system and the *New Era* commitments met during the third year of this government's mandate.

Our government is committed to creating an education system where every student has a chance to achieve their best, where parents are involved in their child's education, where students and parents have more choices, where students and educators have access to technology and where students gain the tools they need to become life-long learners.

Students are achieving at record-setting levels, and the Province is providing more resources to support students in their quest for excellence. A record 79 per cent of students completed high school last year and Aboriginal student results have increased by 4 per cent over the 2001/02 school year. We are working to increase those rates even further through Aboriginal Enhancement Agreements and by individual district's setting goals to improve Aboriginal student achievement.

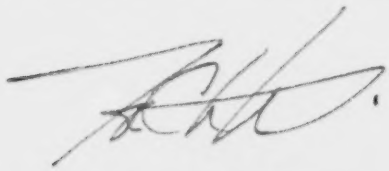
Other key achievements this year include:

- BC students earned higher marks on provincial exams than in the previous year;
- Foundation Skills Assessment results for 2003 showed B.C. students continued to do better in math;
- new provincial standards to guide B.C. schools in developing codes of conduct to improve student safety, along with a comprehensive new guidebook and expanded Web resources for parents, teachers and students;
- high-speed Internet access for up to 154 rural and remote schools through the Provincial Learning Network as of June 2004;
- a five-point student achievement action plan to provide more resources for teachers and students, and to recognize excellence in teaching, and in early literacy; and
- in 2003 $611 million in funding was allocated for school capital projects across B.C. over three years to ensure modern, safe facilities for students.

Through Achieve BC, we are providing more resources for parents to support their children. Launched by Premier Campbell in September 2003, Achieve BC is a website dedicated to parents and students — from Kindergarten through K-12, to post-secondary education and on to the world of work.

For the first time, parents are now able to fully participate in their child's education. They are an integral part of school planning councils, working together with educators to create school plans that tie in with the accountability framework and with district reviews, to focus on improving student achievement.

B.C.'s public education system is a critical part of establishing our children's sense of their future and giving them the power to go forward and pursue their dreams. With students, parents, teachers and other educators, trustees and the ministry working together we will help students achieve their very best.



Honourable Tom Christensen
Minister of Education

Message from the Deputy Minister

I am pleased to present the Annual Service Plan Report for the 2003/2004 school year. This report is a reflection of the dedication shown by the people working at every level of our K-12 education system, and I would like to thank each of you for your commitment. Everyone has worked hard to achieve our main goals and objectives, and it is with great pride that we present our accomplishments to you in this report.

The key to our success over the past year was our ability to obtain the support and commitment of all members of the education system in focusing on our overarching goal — which is to continue to improve student achievement. The tangible results of our efforts can be seen by looking at the rate at which students graduate from secondary school. In 2002/2003, a record 79 per cent of students graduated from British Columbia's secondary schools, which represents a 2 per cent increase over the previous year.

It has been a great year for education in British Columbia, and I look forward to the challenge of continually improving student achievement.

Emery Dosdall
Deputy Minister

Year-at-a-Glance Highlights

During the school year 2003/04, the Ministry of Education continued to reform key aspects of the education system while remaining focused on improving student achievement.

- A record 79 per cent of students completed high school in 2002–2003. In all, 43,985 students graduated — approximately 1,000 more than the year before. (See Appendix A)
- Exam results for 2002–03 show British Columbia students earned higher marks on provincial exams than in the previous year. More than half the students who wrote provincial exams in Geography 12, French 12, Chemistry 12 and Principles of Mathematics 12 received an 'A' or 'B' letter grade.
- More than 5,090 BC high school graduates received scholarships for outstanding achievement on provincial exams — an increase of more than 400 students from the previous year.
- The annual satisfaction survey results for 2002/03 revealed that more parents and students are satisfied with BC's education system than in previous years.[1] The satisfaction of elementary school parents increased by 4% to 79%, while the satisfaction of secondary school parents increased by 5% to 69%. The satisfaction of grade 3 and 4 students increased by 2% to 74%, grade 7 student satisfaction increased by 2% to 50%, grade 10 student satisfaction increased by 3% to 39%, and grade 12 student satisfaction increased by 3% to 42%.
- BC students are doing better in numeracy, according to this year's Foundation Skills Assessment results.[2] In 2002/03 there was a 2% increase of grade 4 students meeting or exceeding expectations in numeracy. Grade seven students also performed better, showing a 2% increase to 84%, and grade 10 students' results also increased 2% to 78% meeting or exceeding expectations.
- In 2002/03 the highest percentage ever of Aboriginal students completed high school. Though reported data indicates the focus on Aboriginal student achievement is showing results, it also confirms ongoing efforts are needed to help Aboriginal students succeed. In 2002/03 the completion rate[3] for Aboriginal students increased by 4% to 46%.
- In November 2003, a survey of over 1,000 Grade 12 graduates indicated British Columbia's schools are doing a better job of preparing students for employment after Grade 12.[4]

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[1] More information on our annual satisfaction surveys is available online at: http://www.bced.gov.bc.ca/sat_survey/.

[2] Source: Ministry of Education's 2003/04 Summary of Key Information. The summary is available online at: http://www.bced.gov.bc.ca/keyinfo/.

[3] To view the three-year trend of improving Aboriginal student completion rates, see page 30.

[4] Source: BC Ministry of Education Graduates in Transition Survey 2003.

Ministry Role and Services

Ministry Overview

Improving student achievement is the overarching goal of the British Columbia education system. To attain this goal, the Minister leads an education system that emphasizes local autonomy for school boards, strong accountability measures, choices for students and parents, predictable multi-year funding envelopes,[5] and meaningful involvement for parents.

The ministry sets educational standards based on the outcomes students need to achieve, allocates funds for the education system, monitors student performance and reports the results to the public. As well, the ministry assists schools and communities to achieve improved student and school performance.

School districts are governed by a locally elected board of trustees. The boards receive funding from the Ministry of Education. The distribution of provincial funding to school boards ensures that every school board is equitably funded, to provide a quality education to its students. The trustees of each school district are accountable to the Province in accordance with an 'Accountability Framework'[6] (see Appendix B for more details) for their district. This framework emphasizes student achievement and reflects the unique characteristics, priorities and educational needs of the district. School trustees have autonomy to govern their school district to achieve the results contained in their Accountability Contracts. The Accountability Framework encompasses accountability criteria, school district reviews, enhancement agreements and School Planning Councils.

District Review Teams focus on improving student achievement through school and district planning. District Reviews are designed to provide feedback and recommendations to the district, the ministry and the public regarding the school districts' work in improving student achievement. The reviews focus on ten key areas related to school and district improvement and up to 20 districts are reviewed annually.

School Planning Councils consult with the school community in order to develop, monitor and review school plans focused on student achievement. School Planning Councils were fully operational as of September 2003. The ministry continues to work with the school community to ensure planning councils have an effective role in improving student achievement in all schools, and that their initiatives are part of the basis on which the school district plans are formed.

In addition to administrative and fiscal responsibilities, school boards are also responsible for hiring school principals and their assistants, instructional and non-instructional staff and for providing and maintaining the physical buildings in which learning takes place.

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[5] http://www.bced.gov.bc.ca/k12funding/.

[6] For a detailed description of the accountability framework, please visit our website at: http://www.bced.gov.bc.ca/policy/policies/accountability_framework.htm.

The primary roles and responsibilities of the Ministry of Education and its partners are set out under the provincial *School Act*, *Teaching Profession Act*, *Independent School Act* and accompanying regulations.

Ministry Vision, Mission and Values

Vision

The ministry's vision is a high quality education system that places student achievement at the center of all decision-making. British Columbia's education system already performs at high levels, which means that future improvements require continued commitment, creativity and innovation on the part of educators, administrators, trustees and the ministry in order for the province to remain a global leader in educational performance.

Mission

The ministry's mission is set out in the *School Act* with further details of the mandate in the *Statement of Education Policy Order*:

The purpose of the British Columbia school system is to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.

Continued progress towards the province's social and economic goals depends upon well-educated citizens. School boards and independent schools have a primary responsibility for students' intellectual development and a shared responsibility with families and the community for students' human, social and career development.

Values

The ministry is committed to specific key beliefs and values for all staff.

Key Beliefs
We are a professional, non-partisan public service that respects the "Standard of Conduct for Public Service Employees." We are an organization that works together to improve student achievement in the Province of BC. We agree that it is important to demonstrate the following behaviours in our daily interactions with one another, we will: • behave with integrity, promoting relationships of mutual trust, confidence and respect; • provide high levels of service to everyone with whom we come in contact; • ensure information is shared in a relevant and timely manner; • identify and acknowledge problems and work together to resolve them; and • acknowledge each other's contributions.

Ministry Operating Context

Examination of the external and internal environments helps to identify those factors that are likely to affect the conduct and success of the education system in British Columbia. The social and economic environments influence the system's operation and effectiveness. Factors such as the number and location of students, provincial funding levels, workplace requirements, special needs of children and the level of support that the public is willing to provide to K-12 education play a role in affecting the operation and performance of the education system.

Under S. 93 of the *Constitution Act*, each province has legislative authority over education. The provincial government, through cabinet and the minister, determines overall education policy and direction, and passes legislation for the K-12 education system.

Within the public K-12 system, the duties and responsibilities of the Ministry of Education and school boards are described in the *School Act* and related regulations. In British Columbia, the Minister of Education is responsible for the education system from kindergarten through grade 12 and for the operation of the Ministry of Education. The Ministry of Education has a substantive and primary role in determining education policies in the following areas:

- setting educational standards based on the outcomes students need to achieve;
- monitoring student performance and reporting the results to the public;
- working with partner groups to improve student and school performance;
- allocating funds for the education system; and
- overseeing the governance of the system as a whole.

School boards, in accordance with specified powers, have a duty to govern schools in a fiscally responsible and cost effective manner. School boards also have a policy role and may set education policies that reflect the aspirations of the local community, as long as the policies are consistent with overall government direction. Individual school boards employ school district staff, prepare and manage the operating budget and capital plan, prepare the annual accountability contract in partnership with the Ministry of Education, approve local school courses, and adjudicate complaints from parents and students. While school boards may delegate administrative and management duties to employees, the responsibility for decision-making legally resides with the school board. For example, school boards are legally responsible for presenting a balanced budget.

Within the independent school system, the Inspector of Independent Schools is responsible for the administration of the *Independent School Act*, Regulations and Minister's Orders. Responsibilities flowing from the Act include classifying and inspecting independent schools, ensuring schools meet the requirements of the Act and certifying independent school teachers. Other responsibilities include administering the offshore school certification program as well as setting home-school policies.

Trends and Observations:

- Admission of BC students to colleges and technical schools has increased significantly in the last decade.
- Students from BC perform well compared to other Canadian and international jurisdictions.[7]
- Parental and public demand for transparency and accountability in regards to school board and ministry operations and expenditures continues to increase.
- Province-wide, student enrolment is expected to continue to decline over the next five years due to a declining birth rate and an aging population. Rural regions are already experiencing declining enrolments.
- The Aboriginal population in BC is young and growing at a faster rate than the non-Aboriginal population. As the Aboriginal population grows there will be increased demand for programs and services that address its specific needs.
- Many working parents would like schools to provide, or link to, additional services such as preschool and full-day kindergarten/childcare. The importance of early development in a child's school success is becoming more generally appreciated. Such factors are creating pressure to provide preschool or early childhood education programs.
- Immigration has fueled an ongoing need for English as a Second Language (ESL) services in several districts. Some districts are having to provide settlement support services for immigrant families with school-aged children. In 2002 immigration to British Columbia increased by 14.84 per cent over the previous year.[8]
- An aging workforce is fueling an ever-growing need for qualified young people to meet employers' demands, particularly in the trades sector.
- Across many occupations, technological advances necessitate higher levels of employee knowledge and skills, even in entry-level positions. The high-tech and trades sectors continue to expand, as does the long-term requirement for employees with specific technical and computer skills.

[7] See page 35 for BC's ranking in international assessments.

[8] Source: Citizenship and Immigration Canada, 2002 Immigration Overview.

Ministry Structure and Core Business Areas

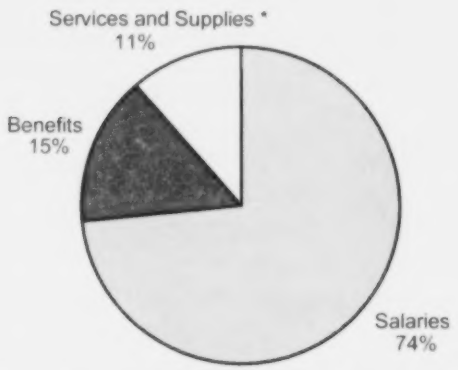
Ministry Structure

The Ministry of Education is structured to support the overriding goal of improving student achievement. The ministry strives to serve both the youth of BC and the province as a whole by providing a high-quality, performance orientated education system. Through setting educational standards, monitoring the results that students achieve, and overseeing the governance of the system as a whole, the ministry strives to put more of every available tax dollar towards meeting its primary goal.

The ministry has been structured to facilitate the sharing of information, skills and experience among the various departments. Cooperation, both internally and externally is essential to achieve the ministry's goals. The ministry is comprised of a results-based and forward thinking team that provides goal orientated and consistent leadership to British Columbia's education system.

Operating Fund Expenses

Provincial Summary
Operating Fund Expenses, Sum of all Districts
Year Ended June 30, 2003



Salaries	$2,929,390,909
Benefits	$613,089,241
Services and Supplies*	$458,392,317
Total	**$4,000,872,467**

Core Business Areas

Public Schools

The ministry provides base operating funding to school boards and others to support the K-12 public school system. School boards are held accountable for improving student achievement and reporting results. The ministry also provides capital funding for public schools.

Public Schools	Estimated	Other Authorizations	Total	Actual	Variance
Operating Expenses ($000)					
Operating Expenses	4,075,817	0	4,075,817	4,027,967	47,850[1]
Capital Expenditures (CCP)	195,000	0	195,000	138,978	56,022

[1] For a detailed resource analysis including variances, please see 'Resource Summary' section on page 46.

Independent Schools

The ministry provides operating funding to 352 independent schools as outlined in the *Independent School Act*. A total of 63,387 students are enrolled in independent schools. Under the authority of the *Independent School Act* the Inspector of Independent Schools is responsible to the Minister of Education for the administration of the Act. Responsibilities include registering, inspecting, and classifying all provincial Kindergarten – Grade 12 independent schools; ensuring that schools maintain standards consistent with their classification; issuing operational, special education and home-school registration grants to qualifying independent schools; granting, suspending and revoking of independent school teacher certification; and administrating the ministry's offshore school certification program, independent school distributed electronic learning programs, and home-schooling policies.

Independent Schools	Estimated	Other Authorizations	Total	Actual	Variance
Operating Expenses ($000)					
Operating Expenses	167,349	0	167,349	165,387	1,962

Debt Service and Amortization

Responsibilities under this core area include the payment of short and long-term debt service costs for approved capital construction projects, buses and equipment purchases. Sinking fund assets, which are used to pay off existing debt obligations, earn interest that is netted against debt service costs. In addition, responsibilities under this core area include the amortization of funds advanced for capital projects, including school sites, portables, capital leases, buses, and equipment purchases.

Debt Service and Amortization	Estimated	Other Authorizations	Total	Actual	Variance
Operating Expenses ($000)					
Operating Expenses	569,434	0	569,434	545,270	24,164

Management Services

Management Services provides corporate support services to operation programs including finance, human resources, information management, administrative services, freedom of information and privacy services and general services. This core area also provides assistance to ministries, boards, agencies and commissions including the Ministry of Advanced Education, the Ministry of Education and the Ministry of Skills Development and Labour.

Management Services	Estimated	Other Authorizations	Total	Actual	Variance
Operating Expenses ($000)					
Operating Expenses	17,375	0	17,375	17,158	217
Capital Expenditures (CRF)[1]	1,079	0	1,079	511	568
Full-time Equivalents (FTEs)					
FTEs	100	0	100	85	15

[1] Consolidated Revenue Fund.

Executive and Support Services

Executive and Support Services provides executive direction for the ministry, as well as management and program support for K-12 education programs. The operation of the Minister's Office also falls under this core area, including salaries, benefits, allowances, and operation expenses of the minister and minister's staff.

Executive and Support Services	Estimated	Other Authorizations	Total	Actual	Variance
Operating Expenses ($000)					
Operating Expenses	29,964	0	29,964	30,854	(890)
Capital Expenditures (CRF)	4,050	938	4,988	5,556	(568)
Full-time Equivalents (FTEs)					
FTEs	217	0	217	204	13

Linkages of Goals to Core Businesses Areas

Improved Student Achievement: To provide ALL students with opportunities for improvement, regardless of their ethnic origin, gender, geographic location, physical characteristics or socio-economic status, and to recognize ALL achievements.

- Public Schools
- Independent Schools
- Executive and support services

A High Quality Performance-Oriented Education System: To focus the entire system on a data driven, results-based approach to improving student achievement and preparing students for tomorrow.

- Public Schools
- Independent Schools
- Executive and support services
- Corporate Services
- Debt Services and Amortization

Strategic Shifts and Significant Changes in Policy Direction

2004 – 2005 Strategic Direction

- The Ministry of Education is working to conclude Aborigional enhancement agreements[9] with the goal of having agreements in place or in progress in all 60 school districts by 2005, so that all Aboriginal students in the province will have access to programs and services that reflect their local culture, and build on the trend of improved Aboriginal student achievement.
- An intense focus on improving the literacy levels of all BC students. The ministry will act to ensure students have the textbooks they need, as committed to in the Throne Speech.
- A clear focus on comprehensive, internationally recognized development of school and school board leader and leadership team competence. International research has shown that leadership development in general, and team leadership in particular, are key competencies for systematic improvement in an organization. Small work teams with a designated team leader and a flattened hierarchical structure help to ensure that an organization attains its goals and does not lag behind other similar organizations.
- An increased focus on health promoting and active schools. New physical education standards will be introduced, as committed to in the Throne Speech.

[9] More information on enhancement agreements can be found at http://www.bced.gov.bc.ca/abed/agreements/.

Supervision of Learning

- In 2003–2004 a major initiative to increase the leadership abilities of principals and superintendents was introduced. The BCSSA (British Columbia School Superintendents Association) and BCPVPA (British Columbia Principals' and Vice-Principals' Association) have been working closely with the ministry in developing and delivering in-service programs to a number of districts. Eleven school boards chosen by geographical dispersion and indicated interest are receiving additional resources to provide leadership in this area.

CommunityLINK

- The CommunityLINK[10] (Learning Includes Nutrition and Knowledge) program has been transferred from the Ministry of Children and Family Development to the Ministry of Education. In May, 2004 approximately $10 million in increased funding has been announced for the program. CommunityLINK helps school districts provide services such as breakfast and lunch programs, inner-city school programs, after-school care, school-based support workers, community school programs and counseling for at-risk children and youth.

Graduation Program 2004

The 2004 graduation program contributes to the goals of the ministry by expanding student choice, and giving students a broader range of skills and abilities to help them to be more successful after they leave the K-12 education system. This is reflected in the new 'Planning 10' course that assists students in planning for their future and developing skills in areas such as career planning, personal well being and employability.

In addition the Ministry of Education has implemented the following elements to enhance its operational capacity:

- Strengthened the District Review process by adding 2 days of training for team members — teachers, parents, principals, district and ministry staff.
- Developed district teams to work in partnership with the ministry to respond to district accountability contracts.
- Created an Information Department with a single purpose — making Ministry information/data both readily accessible and useable in provincial and local decision-making.

[10] For more information on CommunityLINK, please visit: http://www.bced.gov.bc.ca/communitylink/.

Update on *New Era* Commitments and Key Projects

To date, eleven of the fifteen *New Era* commitments related to the Ministry of Education have been achieved.

(For a complete list of *New Era* commitments and Key Projects achieved, see Appendices C and D.)

New Era Commitment: Ensure that music, arts and physical education curricula are fully funded.

Status: Implementation phase

Music and the other fine arts and physical education are fully funded in the same way that other subject areas are funded, through the student-based funding formula. All BC students must be offered a physical education program in Grades K-10. All students must be offered a fine arts program in Grades K-9 and the choice whether or not to participate in Grades 10, 11, and/or 12.

The ministry completed a review of graduation requirements in 2003, and changes to the graduation requirements will be implemented in all BC secondary schools in September 2004. In order to graduate, all students are required to address both physical activity and fine arts/design in a graduation portfolio.

The Ministry of Education has taken a more active role in partnership with the Ministry of Health Services in relation to "Action Schools! BC" in order to further develop the existing Grade 4-7 program, and to expand the program to address increased physical activity in Grades K-3.

New Era Commitment: Work with educators and employers to expand job training and skill development opportunities.

Status: Implementation phase

The ministry-developed employability skills standards (based on the Conference Board of Canada skill's list) are included in the Graduation Portfolio[11] competencies. In addition, employability-related skills are included in the outcomes of the new Planning 10 course that all students must complete in order to graduate under the new graduation requirements.

Planning 10 also introduces students to a range of career and education/training options, including trades, to encourage more K-12 students to consider trades training as a pathway to a viable and enjoyable career.

In 2004, through deregulation, school boards are able to create more locally developed courses that enable communities and business to come together to develop "skills

[11] More information on Graduation Portfolios is available at http://www.bced.gov.bc.ca/graduation/portfolio_2004.pdf.

requirements" that meet the needs of that community. Changes to enable school boards to work with local business, industry and post-secondary institutions have now been implemented.

New Era Commitment: Put more computers in schools and increase resources to improve computer literacy for students.

Status: Ongoing

Plan to Address: The ministry and CIO (Chief Information Officer) continue to explore options to provide surplus government computer equipment to schools by partnering with the Ministry of Management Services, in an effort to change the policy regarding the disposition of government computers.

Also, the province has formed a new buying group that will help school boards save money on computer software and videos used to teach students. Currently, 45 school boards participate in the buying group.

New Era Commitment: Provide teachers with more technology training.

Status: In Progress

Plan to address: Enhanced teacher training is a key component of our ability to expand distance education and other technology-based initiatives, which will enhance learning opportunities and contribute to the overall goal of improved student achievement. Throughout BC, teachers are integrating Information and Communication Technology (ICT) into their teaching practice, and in turn, are providing students with effective and engaging learning opportunities. The ICT Standards Project aims to support the effective and appropriate integration of ICT into teaching and learning by establishing common provincial standards with respect to students' skills and application of ICT, providing a resource to teachers to aid in assessing and reporting student performance using ICT, and providing "snapshots" of students' work that demonstrate a range of performance using ICT. The ministry is partnering with five school districts that will enable the ministry to work with teachers, school districts, other education partners and the private sector in order to fulfill this commitment.

Key Projects in Progress

Project: Improve student performance over four years.

Status: Implementation phase

Continuing Action: Improving student achievement is the number one priority in the ministry and in all parts of the education system. Activities resulting from the ministry's Core Service's Review, approved in November 2001, are focused on the goal of improving

student achievement: setting standards, monitoring performance, reporting publicly on performance; funding and governance. The new accountability framework for the education system includes measures that highlight the progress made towards improving student achievement for every school district, including outlining goals and performance targets, describing the strategies used to improve student performance and publicly reporting results.

Project: With the Chief Information Officer, make recommendations for enhancing technological infrastructure in schools.

Status: Implementation phase

Continuing Action: Of the approximately 2,000 PLNet sites (K-12 and college) all but approximately 300 sites are below digital speed. The ministry has committed to upgrade the remaining sites to provide faster connectivity. As of June 2004 up to 154 sites will have upgraded to digital speed, and the remaining PLNet sites will be upgraded by March 2005. The ministry continues to explore other opportunities to enhance technological infrastructure.

Performance Reporting

Overview of Ministry Goals

The performance results presented in this report cover the goals, objectives and strategies identified in the Ministry of Education Service Plan 2003/04 - 2005/06.

1. Improved student achievement.
2. A high quality performance-oriented education system.

Each year, the ministry collects, reviews and distributes a variety of data for accountability purposes and to support performance management. The collection of student enrolment data supports a student-based funding formula. The assignment of a unique identifier to each student, the Personal Education Number (PEN), is used to monitor student achievement and generate statistics about student movements and transitions between grades and schools. Performance data, including breakout results that include students with special needs, Aboriginal students, ESL students, Gifted students, French Immersion students, male and female students are also collected and monitored.

The ministry strives to improve all areas of student performance. At the ministry level, overall results are presented as provincial rates. When there is improvement at the district level, it is reflected in the provincial rate.

The principal goals of the Ministry of Education are achieved through the performance of partners, specifically the school boards of British Columbia. To help ensure that the goals of the ministry are met, and in an effort to contribute to an effective system of governance for the school districts of BC, the ministry has implemented 'Accountability Contracts'[12] in partnership with school boards. Formalized on July 1, 2002, the Accountability Contracts reflect the local school boards' commitment to improving student achievement.

Goal 1: Improved Student Achievement — Summary

Core Business Areas:

- Public Schools
- Independent Schools
- Program Management

[12] For more information on Accountability Contracts, please visit the ministry's website at: http://www.bced.gov.bc.ca/schools/sdinfo/acc_contracts/.

Objectives:

- To improve student performance in areas of intellectual development
- To improve student achievement in career development
- To improve student achievement in areas of human and social development
- To achieve high academic results when compared to other jurisdictions
- To reduce inequalities among students in terms of their ability to meet the goals of education

Key Strategies:

- Establish standards
- Collect information
- Monitor performance
- Identify and report areas of low performance
- Undertake initiatives intended to improve performance
- Participate in national and international assessments

Performance Measures:

- Completion rates
- Completion rate by breakout group
- Foundation Skills Assessment Results
- Grade 8-9 Transition Rate
- Percentage of students with 'C' Grade or better
- Percentage of students making transition to work and/or post-secondary education
- Percentage of students in agreement with statements reflective of social responsibility
- BC's standing on national and international assessments

Risks

- Increased autonomy at the local level necessitates accountability controls at the provincial level to ensure that the goals and objectives of ministry and its service partners are correctly aligned

Goal 2: A High Quality Performance-oriented Education System — Summary

Core Business Areas:

- Public Schools
- Independent Schools
- Program Management
- Corporate Services
- Debt Services and Amortization

Objectives:

- To establish the infrastructure needed to focus the education system on student achievement
- To improve and maintain student, parent and teacher support for the K-12 education system

Key Strategies:

- Focus the role of schools boards on student achievement through accountability contracts and support these contracts with district reviews
- Provide performance data to the school boards to assist them in improving student achievement
- Provide a less directive funding system
- Set standards for maintenance of school facilities
- Eliminate or rewrite policy or legislation to reflect increased school board autonomy
- Administer satisfaction surveys to monitor levels of teacher, student and parental satisfaction
- Enhance data collection to enable performance reporting
- Monitor student level performance by school district
- Measure effectiveness of information technology resources to meet performance goals
- Communicate business plans and strategies within the ministry
- Encourage school boards to create strategies to improve teacher, parent and student satisfaction
- Deputy Minister and superintendents to identify areas for improvement annually in each school district

Performance Measures:

- Percentage of students, teachers and staff satisfied with their schools
- Proportion of buildings with life expectancy under 10 years
- Number of page views on Ministry of Education's website

Report On Results

Goal 1: Improved Student Achievement

Outcomes:

- Students complete K-12
- Students demonstrate strong academic and life skills capabilities

There are eight performance measures for Goal 1: Improved Student Achievement. These measures include equity group breakout results (special needs, Aboriginal, male and female).

Performance Highlights of 2002/03

- **School completion rate (percentage of students who start grade 8 and graduate from grade 12 within 6 years)**
  Overall results have steadily improved. In 2002/03 the student completion rate was higher than ever before, with a record 79 per cent of students graduating. This is up two per cent over the results of the previous year.
- **Percentage of students meeting or exceeding expectations in Foundation Skills Assessment (FSA)**
  The overall results for reading, numeracy and writing in grades 4, 7 and 10 show improvement over the last reporting year[13] (2001/02). Grade 4 student results in numeracy increased by two per cent, grade 7 student results in reading increased by one per cent and two per cent in numeracy, and grade 10 student results increased by three per cent in reading and two per cent in numeracy.
- **Percentage of grade 12 students receiving scholarships**
  The percentage of students receiving scholarships increased from 7.2 per cent in 2001/02 to 7.7 per cent in 2002/03.
- **Percentage of grade 12 graduates making transitions to work and/or post-secondary education**
  The most current data shows one per cent increase in students attending post-secondary full time, while the percentage of graduates working full time remained constant.[14]
- **Percentage of students in agreement with statements reflective of socially responsible behavior**
  The 2001/02 school year was the baseline for Satisfaction Surveys, and the overall results for 2002/03 have remained consistent with the previous years' results. Grades 3 and 4 saw a 1 per cent increase, from 91 per cent to 92 per cent; grade 7 saw a 1 per cent increase, from 88 per cent to 89 per cent; grade 10 remained unchanged at 81 per cent; and grade 12 saw a decrease of 1 per cent, from 83 per cent to 82 per cent.[15]
- **Grade 8-9 transition rate**
  The transition rate (the percentage of students in grade 8 in one year attending grade 9 the following year) has remained constant at 95 per cent over the last four years.
- **Percentage of students with "C" or better in grade 12 courses**
  Student achievement in 2002/03 improved in the areas of Communications and English (Communications saw a 2 per cent increase, from 79 per cent to 81 per cent; English increased by 1 per cent, from 78 per cent to 79 per cent). In Principles of Mathematics, achievement remained at 75 per cent, which represents no change over the previous year.[16]
- **British Columbia's standing on national and international assessments**
  BC students perform well when compared to students in other jurisdictions.

[13] See page 31 for specific areas of improvement.

[14] See page 34 for specific data and trends.

[15] See page 35 for specific data and trends.

[16] See page 33 for specific data and trends.

Opportunities for Improvement

- **Percentage of students meeting or exceeding expectations on Foundation Skills Assessment (FSA)**
  Both grade 7 and grade 10 students showed a slight decrease in writing assessment scores (grade 7 decreased 5 per cent from 84 per cent to 79 per cent; grade 10 decreased 4 per cent, from 87 per cent to 83 per cent).[17]
- **Aboriginal school completion rate (percentage of students who start grade 8 and graduate from grade 12 within 6 years)**
  The completion rate for Aboriginal students has improved to 46 per cent in 2002/03, increasing by four per cent over 2001/02. The ministry will continue to support and measure Aboriginal student performance as part of its efforts to increase equity in the education system.

Goal 1: Performance Measures

***Note:** In the following tables, data updates for the reporting year are marked with symbols. ⇧ indicates an increase over the previous reporting year, ⇩ indicates a decrease, and = indicates no change.

Performance Measure: Completion rate

Related Core Business Areas:

Public and Independent Schools

Per cent of students who graduate with a Dogwood Diploma within six years of starting Grade 8 for the first time in a BC public or independent school.[18]

School Year	Completion Rate
1998/99	74
1999/00	75
2000/01	76
2001/02	77
2002/03	79 ⇧

Target: The target for this measure is year over year improvement.

[17] See page 31 for specific data and trends.

[18] Results are drawn from the Ministry of Education's 2003/04 Summary of Key Information. The summary is available online at: http://bced.gov.bc.ca/keyinfo/.

Performance Measure: Completion rate by breakout group

Related Core Business Areas:

Public and Independent Schools

Breakout group	1998/99	1999/00	2000/01	2001/02	2002/03
Aboriginal Students	37	39	42	42	46 ⇧
Male Students	70	71	72	73	75 ⇧
Female Students	79	80	81	82	83 ⇧
ESL Students[1]	75	76	77	79	81 ⇧
French Immersion Students	92	92	92	94	93 ⇩
Gifted		88	100	100	100 =

[1] English as a Second Language.

Summary:

Completion rates are the most important measure of the success of our education system, and the ministry continues to meet its target of continued improvement in this category. In the year 2002/03 the highest percentage ever of students graduated (79 per cent).

Why this Measure is Important:

The Dogwood certificate was chosen as a performance measure because it is tangible evidence that a student has succeeded in the K-12 education system, and because it acts as a passport to either post-secondary education or the job market. In our society, young adults have a far better chance to succeed with a high school certificate. Unlike most other provinces, the Ministry of Education tracks (and collects annually) each individual child's data through the use of a Personal Education Number (PEN). This means the ministry tracks individual students through the system, making the data extremely accurate.

Target: The target for this measure is year over year improvement.

Performance Measure: FSA Results

Related Core Business Areas:

Public and Independent Schools.

Per cent of Grade 4 students meeting or exceeding expectations[19]

School Year	Reading	Writing	Numeracy
1999/00	79	N/A	80
2000/01	78	91	84
2001/02	80	94	85
2002/03	77 ⇩	94 =	87 ⇧

Per cent of Grade 7 students meeting or exceeding expectations

School Year	Reading	Writing	Numeracy
1999/00	81	N/A	80
2000/01	76	81	81
2001/02	76	84	82
2002/03	77 ⇧	79 ⇩	84 ⇧

Per cent of Grade 10 students meeting or exceeding expectations

School Year	Reading	Writing	Numeracy
1999/00	79	N/A	75
2000/01	75	86	77
2001/02	71	87	76
2002/03	74 ⇧	83 ⇩	78 ⇧

Summary:

Student achievement increased in the majority of the FSA assessed areas, decreases were reported in three areas; reading grade 4 and writing for grades 7 and 10.

Why this Measure is Important:

The FSA performance measure is important because it serves as a warning that can alert educators to problems at an early stage, and allows for proactive response. The data gathered from the FSA tests also gives all levels of the education system an opportunity to plan more effectively and to focus on priorities. FSA testing provides a look at broad issues, such as an increase or decrease in reading skills, and allows a focused response at the individual school level, the district level or the provincial level. FSA is a standardized

[19] All FSA Results are drawn from the Ministry of Education's 2003/04 Summary of Key Information. FSA (Foundation Skills Assessment) provides a snapshot of public school student performance.

measure, designed by BC teachers to reflect the BC education system's curriculum. The margin of error for FSA data is less than 0.01 per cent provincially. The tests are administered annually, and the data is collected annually. The FSA tests specifically target reading, writing and numeracy skills, but do not cover the broad spectrum of the BC curriculum. Student participation in FSA is generally above 90 per cent.

Target: The target for this measure is year over year improvement.

Performance Measure: Grade 8-9 Transition Rate

Related Core Business Areas:

Public and Independent Schools

Per cent of students making a successful transition from grades 8 to 9[20]

School Year	Per cent of students
1998/99	95
1999/00	95
2000/01	95
2001/02	95 =
2002/03	—[1]

[1] Data unavailable at time of publication.

Summary:

The majority of BC students continue to make the transition from Grade 8 to Grade 9.

Why this Measure is Important:

The transition from grade 8 to grade 9 is a key measure because grade 8 is the earliest point at which most students drop out of school. The grade 8-9 transition rate is an important measure for alerting educators that there may be a serious problem that requires immediate attention; keeping this rate as high as possible gives students the best chance at completing high school and having a productive and successful life. If a student fails to make this critical transition, there is little likelihood that he or she will ever complete high school, and all the attending problems are liable to appear (high unemployment rates, higher incarceration rates, welfare dependence). The data for this measure is collected on an annual basis. Each student is tracked using the PEN, which results in an almost negligible margin of error.

Target: The target for this measure is year over year improvement.

[20] Source: BC Ministry of Education, 2002 School Performance Report.

Performance Measure: Percentage of students with "C" or better in grade 12 courses, percentage of grade 12 students receiving scholarships

Related Core Business:

Public and Independent Schools

	1999/00	2000/01	2001/02	2002/03
C or better in grade 12 courses[1]				
Communications	75	70	79	81 ⇧
English Language Arts	70	75	78	79 ⇧
Principles of Mathematics	66	70	75	75 =
Scholarships for grade 12 Students				
Receiving Scholarships	—	7.4	7.2	7.7 ⇧

[1] Source: BC Ministry of Education, 2002 School Performance Report.

Summary:

BC students improved in two of three subject areas this year.

More BC students received scholarships this year.

Why this Measure is Important:

Measuring the per cent of students who achieve a 'C' or better in grade 12 courses is similar to measuring completion rates, but allows for a more refined analysis. In essence, this is a measure of students who have the potential to move on to post-secondary education. The percentage of grade 12 students who graduate with a 'C' or better is measured annually, and tracked by individual students, so there is virtually no margin of error. BC's reputation for a high quality education system is reflected in the high number of scholarships awarded. There is a fixed academic score required to receive a BC provincial scholarship, and the number of students who receive scholarships is reported annually, with a very low margin for error.

Target: The target for this measure is year over year improvement.

Performance Measure: Percentage of Students making transitions to work and/or post-secondary[21]

Related Core Business Areas:

Public and Independent Schools

	1999/00	2000/01	2001/02	2002/03
Graduates in Transition Survey[1] (%)				
Attending post-secondary full-time	52	52	53	54 ⇧
Attending post-secondary part-time	5	5	8	5 ⇩
Working	38	38	33	33 =
Unemployed looking for work	2	—	1	2 ⇧
Unemployed not looking for work	1	1	2	1 ⇩
Other	2	4	3	5 ⇧
19 year olds employed full-time	31	29	30	28 ⇩

[1] Source: BC Ministry of Education Graduates in Transition Survey 2003. Selection of participants was by simple random sample. Sampling error, 19 times out of 20, was 3.0 per cent in 2001, 3.3 per cent in 2002, and 3.1 per cent in 2003. The report is available online at: http://www.bced.gov.bc.ca/careers/gradtran/gradtrans2003.pdf-.

Summary:

The percentage of students making the transition to post-secondary and the job market is consistent or increasing in most categories (for more information, see Appendix E).

Why this Measure is Important:

Collecting data on students who successfully make the transition from school to post-secondary education or to employment is a measure of how successful the education system is in meeting the needs of students. A key goal of the education system is to prepare students for the job market, or for further study. The resources that are dedicated to this outcome are well spent if it can be shown that school improves a student's human, social and career development.

The data for this measure are collected annually by survey. The margin for error is approximately +/- 5 per cent, due to the small sample size. As the survey looks at students who have only been out of school for one year, it does not include students who may take a year off for travel, or those who have left school before they graduated, but may have found employment.

Target: The target for this measure is year over year improvement.

[21] For a detailed assessment of Graduate transitions, see Appendices C.

Performance Measure: Percentage of students in agreement with statements reflective of socially responsible behaviour

Related Core Business Area:

Public Schools

Per cent of Public School Students in Agreement with Statements Reflective of Socially Responsible Behaviour[1]	2001/02	2002/03
Grade 3/4	91	92 ⇧
Grade 7	88	89 ⇧
Grade 10	81	81 =
Grade 12	83	82 ⇩

[1] Source: BC Ministry of Education, Satisfaction Survey 2003. The reported percentage is based on the question "At school, do you respect people who are different from you (for example: think, act or look different)?"

Summary:

Overall, the rate of students in agreement with statements reflective of socially responsible behaviour has remained relatively constant over the last reporting year.

Why this Measure is Important:

Canada has a culturally diverse population, and as a society it is important to promote tolerance and respect for others. Human and social development is an important part of the K-12 education system. The data collected can be used by student planning councils in creating school performance plans. The measure is standardized throughout BC and it is measured through the annual provincial satisfaction survey, which provides data for every school. It should be noted that this measure consists of a single question. Participation rates for the survey decline as students progress through the K-12 education system.

Target: The target for this measure is year-over-year improvement.

Performance Measure: BC's standing on national and international assessments

Related Core Business Areas:

Public and Independent Schools

PISA[22] — (Program for International Student Assessment) testing is administered every three years. At the time of publication updated data was unavailable for reporting purposes. However, it is important to note that in 2000 thirty-two countries participated in PISA and British Columbia ranked ahead of the Canadian average in every area of PISA assessment. PISA assessment results will be available in upcoming annual service plan reports.

[22] For more information on PISA: http://www.bced.gov.bc.ca/assessment/pisa_yits.htm and http://www.pisa.oecd.org/knowledge/summary/intro.htm.

SAIP[23] — (School Achievement Indicators Program) is a cross-Canada assessment of students' mathematical, science and writing skills. SAIP mathematics assessment was last administered in 2001, while SAIP writing assessments were last administered in 2002.

TIMSS[24] — (Third International Mathematics and Science Survey) is an international assessment of educational jurisdictions performance in the areas of mathematics and science. TIMSS was last performed in 2003, results were unavailable at time of publication.

Note: For a detailed breakdown of international assessment results, please see Appendix F

A. National	Above BC	In BC's range	Below BC
SAIP Mathematics 1997 — Content			
13-year olds	3	7	3
16-year olds	3	7	3
SAIP Mathematics 1997 — Problem Solving			
13-year olds	3	8	2
16-year olds	5	7	1
SAIP Reading and Writing 1998 — Reading			
13-year olds	1	11	1
16-year olds	1	10	2
SAIP Reading and Writing 1998 — Writing			
13-year olds	0	12	1
16-year olds	1	11	1
SAIP Science 1999			
13-year olds	1	9	4
16-year olds	1	11	2
SAIP Mathematics 2001 — Content			
13-year olds	2	6	6
16-year olds	1	9	3
SAIP Mathematics 2001 — Problem Solving			
13-year olds	3	7	4
16-year olds	1	8	4

[23] For more information on SAIP please visit: http://www.cmec.ca/saip/indexe.stm

[24] For more information on TIMSS please visit: http://isc.bc.edu/

B. International	Above BC	In BC's range	Below BC
SAIP Writing 2002			
13 year olds	1	9	3
16 year olds	1	11	1
TIMSS Grade 8			
Mathematics	7	16	20
Science	3	16	24
PISA 15-year olds			
Reading	0	12	29
Mathematics	4	10	27
Science	1	12	28

***Notes:**

1. Comparisons of Canadian jurisdictions to BC's performance for SAIP are based on the percentages of students attaining level 2 or higher for 13-year olds, and level 3 and higher for 16-year olds; comparisons for international assessments are based on the mean performance of students.
2. Comparisons are based on 95 per cent confidence intervals for significance tests.
3. Where jurisdictions have been grouped, they have been listed in alphabetical order.
4. Results are only given for majority-language population.
5. Several Canadian jurisdictions participate in international assessments on the same basis as countries.

Summary:

BC students perform well on national and international assessments, these assessments provide a snapshot of student performance.

Why this is Important:

As BC competes on the national and international stage, it is important to know the performance of BC students in relation to students in other jurisdictions. Data for this performance measure is only applicable at the provincial level, and is not usable at the school and district levels.

Target: The target for this measure is year-over-year improvement.

Report on Results

Goal 2: A High Quality Performance-oriented Education System

Outcomes:

- Access to quality education for all students
- Learning choices for students and parents
- Evidence-based goals are used to improve achievement
- Increased efficiency and effectiveness throughout the system

Performance Highlights:

Percentage of students satisfied with what they are learning at school
In 2002/03 there was an overall increase of student's satisfaction with their education compared to the 2001/02 school year across all of the surveyed grades.

Percentage of parents satisfied with what their children are learning at school
The percentage of parents satisfied with what their children are learning at school increased in 2002/03, elementary school parents' satisfaction increased by four per cent while secondary school parents' satisfaction increased by five per cent.

Percentage of school staff satisfied with the academic performance of their students
Staff satisfaction with the academic performance of their students remained consistent with the previous year's figure of 71 per cent.

Percentage of students that feel their school is helping improve their computer skills
The 2002/03 school year was the baseline for Satisfaction Surveys[25].

Percentage of education partners who report that the funding system is understandable, transparent and comprehensive
Baseline data for this performance measure will be collected in September, 2004.

Proportion of buildings with life expectancy under 10 years
This year the percentage of buildings with life expectancy under ten years is approximately 14 per cent.

Number of visits to ministry Website
The number of page views for the BC Ministry of Education's website almost doubled in the 2002/03 school year, reaching almost 15 million page views.

BC's standing on national and international assessments
BC students performed well in a cross Canada assessment of students' writing skills, finishing second overall. International assessments were performed in 2003, and will be covered in the next Annual Service Plan Report.

[25] See page 41 for details.

Opportunities for Improvement:

BC's standing on national and international assessments
The 2000 assessments showed that in one area, Mathematics problem-solving 13 year-olds, BC performed at a level statistically below Canada as a whole. To improve on this measure the ministry has encouraged school boards to include math problem solving in their district accountability plans.

Percentage of students satisfied with their school and education
Although student satisfaction increased across all grade levels in 2002/03, the satisfaction rate of students declines as they progress through the K-12 education system. To address this the ministry has made changes to graduation requirements in order to promote relevance and choice in grades 10-12 in an effort to improve high school student satisfaction levels.

Percentage of students feel that their school is helping improve their computer skills
A low percentage of secondary students feel their school helps to develop their computer skills[26] (Grade 10 — 42 per cent, Grade 12 — 39 per cent). In an effort to improve on this measure this ministry is providing more funding for computers for schools, and students will address information technology in their graduation portfolios.

Goal 2: Performance Measures

Targets:

The target for Goal 2 performance measures is continued improvement at the school and district level.

Note: Many of the performance measures for Goal 2 are from the Satisfaction Survey[27] and are therefore presented together in the following tables:

Performance Measure: Percentage of parents satisfied with what their children are learning at school[28]

Related Core Business Areas:

- Public Schools

[26] See Page 41 for summary of data.

[27] Results are drawn from the 2001/02 and 2002/03 Satisfaction surveys. For more information on the surveys please visit http://www.bced.gov.bc.ca/sat_survey/publications.htm.

[28] In the previous year's service plan, 'percentage of parents who felt they could play a meaningful role in their children's education' was used as a performance indicator. In this year's Service Plan Report, the measure examines the percentage of parents satisfied with their child's learning.

	2001/02	2002/03
Elementary Parents	75	79 ⇧
Secondary Parents	64	69 ⇧

Target: The target for this measure is year-over-year improvement.

Performance Measure: Percentage of students satisfied with what they are learning at school[29]

Related Core Business Areas:

- Public Schools

	2001/02	2002/03
Grade 3 & 4	72	74 ⇧
Grade 7	48	50 ⇧
Grade 10	36	39 ⇧
Grade 12	39	42 ⇧

Target: The target for this measure is year-over-year improvement.

Performance Measure: Percentage of school staff satisfied with the academic performance of students[30]

Related Core Business Areas:

- Public Schools

	2001/02	2002/03
Elementary and Secondary	71	71 =

Summary:

Although there have been increases in all the levels of satisfaction listed above, there is room for improvement. Areas of particular note are the levels of satisfaction of secondary parents, and the overall decline in student satisfaction as they progress through the K-12 system.

[29] Results are drawn from the Ministry of Education's 2003/04 Summary of Key Information. Available: http://www.bced.gov.bc.ca/keyinfo/.

[30] Source: Ministry of Education's 2003/04 Summary of Key Information. Available online: http://www.bced.gov.bc.ca/keyinfo/.

[31] Random sample: A sample in which each individual or object in the population has an equal chance of being selected.

Why this Measure is Important:

Assessment of the satisfaction of parents, students and staff is key to determining the performance of the education system. The Ministry of Education depends on the support of both parents and taxpayers as a whole to achieve its goals. Since the data is gathered annually at the school level it can be incorporated into school performance plans. The data does have limitations — it is affected by participation rates, and is not based on a random sample[51]. Also, the boycott of the 2002/03 satisfaction survey by the British Columbia Teachers' Federation impacted staff participation rates.

Target: The target for this measure is year-over-year improvement.

Performance Measure: Percentage of students that feel their school is helping improve their computer skills

Related Core Business Areas:

- Public Schools

	2002/2003 (Baseline)
Grades 3 and 4	80
Grade 7	65
Grade 10	42
Grade 12	39

Summary:

The percentage of students that feel their schools are helping them improve their computer skills decreases significantly from grade 3 to grade 12.

Why this Measure is Important:

The data from this performance measure is drawn from the annual satisfaction survey, administered by the Ministry of Education. It was chosen as a measure because of the increasing demand for a labour force skilled in information technology. Though the measure is standardized and may be used at the school level for assessment and planning, it does have drawbacks. The measure is not robust, is affected by participation rates and is also a statement of opinion, not of fact.

Target: The target for this measure is year-over-year improvement.

Performance Measure: Proportion of buildings with life expectancy under 10 years

Related Core Business Area: Public Schools

2000/01	2001/02	2002/03
14%	15%	14%[1]

[1] As a result of declining enrolment school districts are working towards reducing the number of buildings with low life expectancy by closing the older and poorer conditioned schools. The Ministry is working towards reducing the number of buildings by providing capital funding for major renovations and replacements (30 schools in 2003-06 capital plan and 11 in 2006/07 plus another 11 schools to receive seismic upgrading in 2006/07).

Summary:

The ministry provides capital funding to school boards for public schools. Local school boards set capital project priorities for school districts.

Target: The target for this measure is year over year improvement.

Performance Measure: Number of BC Ministry of Education web page views[32]

Related Core Business Areas:

Public Schools and Independent Schools

September 2001 to August 2002	September 2002 to August 2003	2003/04 Target
7,888,869	14,775,517 ⇧	Additional 3 million page views.

Summary:

2001/02 was the baseline and the target was to increase the number of visitor sessions by one million in the following year. However, a more accurate measure of website use, 'page views' was introduced. The number of page views nearly doubled from the school year 2001/02 to 2002/03. For the school year 2003/04 the target for increased page views is an additional three million. However, many factors contribute to website usage, such as overall trends in Internet usage in BC.

Why this Measure is Important:

This performance measure was instituted in an effort to measure the success of the ministry in making its information available to the public in a relevant and user-friendly format. Data for this measure is drawn from ministry web reports, and 'page views' are complied on a monthly basis. A page view is recorded when a unique computer internet protocol address accesses the ministry's website.

[32] Source: BC Ministry of Education: Web Reports 2002/03.

Deregulation

In support of the province-wide *New Era* commitment to reduce the regulatory burden in British Columbia, the Ministry of Education established a three-year deregulation plan with the overall reduction target of 23 per cent in the number of regulatory requirements. The target for 2002/03 of 12 per cent was exceeded, with a reduction of 13.9 per cent.

The target for 2003/04 of a reduction of 8 per cent was also exceeded, with a reduction of 11.8 per cent. As of March 31, 2004 the Ministry of Education had achieved its three-year reduction target of 23 per cent, with a total reduction of 25.7 per cent. The ministry is committed to ensuring the three-year deregulation target is maintained through 2005/06.

The ministry supports the move to performance-based regulation, where appropriate. This approach is consistent with the ministry's strategic direction to provide school boards with the autonomy and flexibility to meet the needs of students, within a framework that emphasizes student achievement and holds the education system accountable for results.

	2002/03	2003/04	2004/05
Target	12%	8%	3%
Achieved	13.9% ⇧	11.8% ⇧	—

Changes from Previous Service Plans

In an effort to focus on the few, critical aspects of performance, the Ministry of Education continues to narrow and refine its performance measures. While all performance measures reported on in the 2003/04-2005/06 service plan are important, focusing on the critical performance measures allows the ministry to better define the system's success in achieving government's goals.

Discontinued performance measures

Performance measures	Rationale
- Grade 12 survey participation rate - Turn around time for student enrolment data, Foundation Skills Assessment results, and satisfaction survey results - Percentage of schools whose students report high or very high satisfaction in areas of human and social development - Percentage of parents who report they can play a meaningful role in their child's education - Percentage of parents satisfied with the goals for school improvement set by school planning councils - Percentage of parents and students reporting satisfaction with the educational choices available to them	Performance measures that are drawn from the annual satisfaction survey may change over time, as the questions contained in the survey itself change. Detailed information on the satisfaction survey including results, questions and participation rates is available online at: http://www.bced.gov.bc.ca/sat_survey/

Performance measures	Rationale
- Percentage of principals satisfied with school bandwidth - Number of T1 or equivalent connections to schools	Performance measures regarding school bandwidth are discussed in section 2.9 of this report — Update on Key Projects.

Performance measure	Rationale
Percentage of Directors with performance management contracts	100% of Directors now have performance management contracts in place.

Performance measure	Rationale
Number of Aboriginal enhancement agreements signed	A complete listing of school districts with enhancement agreements is available at: http://www.bced.gov.bc.ca/abed/agreements/agreements.htm

Performance measure	Rationale
- Provincially approved curricula will undergo a review for relevance and currency within eight years of the implementation date	Curriculum is being reviewed and refined so that there are clear outcomes and achievement indicators in each curriculum area. As this review is completed (2003 – 2006), the curriculum shifts will be updated on the Ministry website.

Performance measure	Rationale
- Develop goals and measures of success for educators in public schools	This measure is reflected in key indicators student achievement, including FSA results and completion rates

Performance measure	Rationale
- Development of a survey to gather information on how much time principals and vice-principals spend in classrooms	This information is collected through the British Columbia Principals and Vice Principals Association to support their work in teacher support.

Performance Measures to be reported on in forthcoming Service Plan Reports

Performance measures	
- Percentage of superintendents and secretary treasures who report that the funding system in understandable, transparent and comprehensive. - Percentage of stakeholder satisfaction with deregulation	Data on these performance measures will be collected in the fall of 2004

Performance measure	
- Percentage of school districts that have demonstrated and reported improvement on their accountability contract goals	2002/03 was the first year that school districts were required to have accountability contracts in place. As such, there is not yet sufficient data to properly establish trends.

Report on Resources

	Estimated	Other Authorizations	Total Estimated	Actual [1]	Variance [2]
Operating Expenses ($000's)					
Public Schools	4,075,817	—	4,075,817	4,027,967	47,850
Independent Schools	167,349	—	167,349	165,387	1,962
Debt Service and Amortization	569,434	—	569,434	545,270	24,164
Management Services	17,375	—	17,375	17,158	217
Executive and Support Services	29,964	—	29,964	30,854	(890)
TOTAL	**4,859,939**	**—**	**4,859,939**	**4,786,636**	**73,303**
Full-time Equivalents (FTEs)					
Management Services	100	—	100	85	15
Executive and Support Services	217	—	217	204	13
TOTAL	**317**	**—**	**317**	**289**	**28**

[1] The Province has changed its accounting treatment with respect to recognizing certain federal contributions towards K-12 education. The impact on the 2003/04 fiscal year is a $52 million reduction in both CRF revenue and CRF education expense. There is no impact on provincial net operating results.

There are a variety of federal funding arrangements in place under which federal contributions towards K-12 education may be paid directly to the province in some cases or to school boards in other cases. Previously, to provide a consistent accounting and reporting of these funds, the gross cost of education was reported as a provincial expense. To avoid double funding of students, the amount of contributions received by school boards was recovered from school boards and reported as provincial revenue. Total funding received by school boards was unaffected by this change in accounting.

Under the revised accounting treatment, CRF education revenue and expense will no longer reflect funding that is paid directly to school boards.

[2] **Variance between Estimated and Actual Expenditures:**

Public Schools — mainly related to the change in accounting treatment as described in note 1 above.

Independent Schools — lower than budgeted independent school enrolment.

Debt Service and Amortization — $33.6 million in reduced debt service costs offset by $9.5 million net over expenditure in Amortization of Prepaid Capital Advances. Debt Service costs were less than budgeted due to lower than anticipated interest rates, higher than anticipated sinking fund earnings and reduced capital spending. Amortization of Prepaid Capital Advances was adjusted for (1) over-amortization of previous years $45 million and (2) estimate of school closures $54 million.

	Estimated	Other Authorizations	Total Estimated	Actual [1]	Variance [2]
Ministry Capital Expenditures (CRF) ($000) [3]					
Management Services	1,079	—	1,079	511	568
Executive and Support Services	4,050	938	4,988	5,556	(568)
TOTAL	**5,129**	**938**	**6,067**	**6,067**	**0**
Consolidated Capital Plan Expenditures (CCP) ($000) [4]					
Public Schools	195,000	—	195,000	138,978	56,022
TOTAL	**195,000**	**—**	**195,000**	**138,978**	**56,022**
Other Financing Transactions ($000)					
Not Applicable	—	—	—	—	—
TOTAL	**—**	**—**	**—**	**—**	**—**

[1] The Province has changed its accounting treatment with respect to recognizing certain federal contributions towards K-12 education. The impact on the 2003/04 fiscal year is a $52 million reduction in both CRF revenue and CRF education expense. There is no impact on provincial net operating results.

There are a variety of federal funding arrangements in place under which federal contributions towards K-12 education may be paid directly to the province in some cases or to school boards in other cases. Previously, to provide a consistent accounting and reporting of these funds, the gross cost of education was reported as a provincial expense. To avoid double funding of students, the amount of contributions received by school boards was recovered from school boards and reported as provincial revenue. Total funding received by school boards was unaffected by this change in accounting.

Under the revised accounting treatment, CRF education revenue and expense will no longer reflect funding that is paid directly to school boards.

[2] **Variance between Estimated and Actual Expenditures:**

Public Schools — mainly related to the change in accounting treatment as described in note 1 above.

Independent Schools — lower than budgeted independent school enrolment.

Debt Service and Amortization — $33.6 million in reduced debt service costs offset by $9.5 million net over expenditure in Amortization of Prepaid Capital Advances. Debt Service costs were less than budgeted due to lower than anticipated interest rates, higher than anticipated sinking fund earnings and reduced capital spending. Amortization of Prepaid Capital Advances was adjusted for (1) over-amortization of previous years $45 million and (2) estimate of school closures $54 million.

[3] **Ministry Capital Expenditures** — additional authorization of $938,000 was approved by Treasury Board from government contingency to fund the Common Student Information System.

[4] **Consolidated Capital Plan Expenditures** — For ongoing construction projects, a major contributing factor to the underexpenditure of $56 million was a slower pace of construction, usually work force related, that has resulted in delays in the completion of projects. Some other projects were delayed in starting due to budget issues or high tender prices. For new capital projects approved in 2003/04, cash flow projections proved to be overly optimistic, as some site acquisitions did not proceed as quickly as anticipated, and other projects had not completed the design phase.

Appendices

Appendix A: Dogwood Completion Rate

A User's Guide to the Six-Year Dogwood Completion Rate

The Dogwood Completion rate is the percentage of Grade 8 students who graduate with a Dogwood within six years. The Dogwood Completion rate is NOT the inverse of a 'dropout rate' as students may graduate after the six year period. The rate is based on selecting a specific group ('cohort') of students who arrive in Grades 8 to 12 in a school district over a **six year period** ('Years 1–6'), and analyzing the success of those students in obtaining a Dogwood certificate from that District by the end of the period. They may move temporarily to other districts in the interim, but *that district must be the last district that the student is observed at in British Columbia in the period.* That District is considered to be the one responsible for graduating the students ('the District of Responsibility'). The cohort uses all students who either start in the District of Responsibility in Grade 8 in year 1, or arrive in the District of Responsibility in higher grades in later years in the six year period. By the end of the period the student may:

1. have graduated from Grade 12 in B.C. with a Dogwood Certificate (from the District of Responsibility); or may
2. have left B.C. for the duration of the period (directly from the District of Responsibility); or may
3. have remained in B.C. and not completed a Dogwood (includes dropouts and students graduating after end of period).

These figures are used to calculate the Dogwood Completion rate. The cohort includes arrivals into the District of Responsibility from other districts (from both Independent and Public systems) and arrivals into the District from out-of-Province. All students present in the school system are included in exactly one cohort (for one district only) in the completion rate calculated for one and only one year.

This process ensures *all* students selected were hypothetically in Grade 8 for the first time (i.e., a non-repeater of Grade 8 or a student at an equivalent level of work) *at the same time* (either within the Province or outside the Province) — based on the data that is available from the B.C. school system. Arrivals in all years must be *non-repeaters* of the Grade of Entry into the cohort, otherwise they would already be included in a previous cohort.

B.C. Completions: *All students in the cohort selected above who obtain a Dogwood Certificate by the end of Year 6 are tallied as successful completions.* All students in the cohort are given one extra year to graduate (Year 6) — however, they may graduate before year 5 or 6 if they advance more rapidly within the period. Students may also repeat one or more grades during the period — as long as they graduate by the end of the period. However, most of the students in the cohort are in the same grade at the same time.

Out-Migration: Dogwood Completion Rates are adjusted for provincial out-migration (students who may successfully complete school elsewhere) by calculating the provincial out-migration rate for students in Grades 2-4, in each district. This allows the number of students who remain in B.C. but do not complete school by the end of the period (*B.C. Non-Completions*) to be estimated. The Dogwood Completion rate is calculated as follows:

(Total B.C. Completions) divided by (Total B.C. Completions + B.C. Non-Completions)

The rate is reported for Year 6: e.g., if Year 1 = 1995/96 and Year 6 = 2000/01 the rate is reported as the 2000/01 rate.

Appendix B: Accountability Framework Methodology

The Accountability Framework

The accountability framework, rooted in the *School Act*, reflects a public commitment to improve student results. The accountability framework includes: plans developed by school planning councils, accountability contracts supported by Aboriginal Enhancement Agreements and the Ministry of Education district review process.

School Plans and School Planning Councils

School Planning Councils acknowledge the importance of parental involvement and formalize the role of parents in the development of plans for the improvement of student achievement in all schools in British Columbia.

From the *School Act*:

"By a date specified by the board, a school planning council must prepare and submit to the board a plan for the school in respect of improving student achievement . . ." 8.3(2)

Plans developed by school planning councils are an integral part of the school district's accountability contract.

District Accountability Contracts

The purpose of the Accountability Contract is to focus district attention and resources on improving student achievement. The Accountability Contract is a plan based on evidence that reflects the School Board's commitment to improve student achievement. To support the work of improving the achievement of all students many districts have developed Aboriginal Enhancement Agreements that specifically focuses on the achievement of Aboriginal students. Accountability contracts are submitted to the ministry annually on October 31 and are made public on the ministry website.

School plans and accountability contracts inform district reviews.

District Reviews

The purpose of district reviews is to provide feedback and recommendations to school districts, the Minister and the public regarding the school districts' efforts to improve student achievement. District reviews focus on ten key areas (The Ten Points of Inquiry) related to school and district improvement: goals, rationale, data, strategies, structures, results, communication, teamwork-school and district coherence, teamwork-parent involvement and leadership. The district review team is chaired by a superintendent and composed of educators, parents and ministry staff.

The review team provides a report to the board, the Minister and the public with specific recommendations related to the improvement of student achievement in the district.

Districts are expected to outline the actions taken in response to the review recommendations in a response to the Deputy Minister. District actions are also reflected in subsequent school plans and accountability Contracts.

Appendix C: *New Era* Commitments Achieved

1. Restore education as an essential service under the *Labour Code*.
2. Maintain and increase education funding levels by increasing revenues through economic growth.
3. Establish specific goals and outcomes to measure the success of educators in public schooling.
4. Devote more of each education dollar to improving the quality of education and less to bureaucracy.
5. Support more flexibility and choice in public schooling.
6. Give local school boards more autonomy and control over the delivery of education services, subject to provincial curriculum and testing standards.
7. Maintain current funding arrangements for independent schools.
8. Give school boards multi-year funding envelopes to improve long-term education planning/budgeting.
9. Eliminate PST on basic school supplies purchased by Parent Advisory Councils, which volunteer their time and effort to raise money for public schools.
10. Guarantee that parents of students attending schools are entitled to volunteer their services, provided it does not result in the displacement of existing staff services.
11. Improve school accreditations.

Appendix D: Key Projects Achieved (June 25, 2001 letter from the Premier)

1. Clearly define the role of the provincial Ministry of Education, including the current governance model and role of interest groups and make recommendations.
2. Examine opportunities for providing increased flexibility and choice in public schooling.
3. Develop an understandable, transparent, comprehensive population-based funding formula for school districts and independent schools.
4. Develop accountability contracts with school districts, including reporting of outcomes.

Appendix E: Detailed Grad Transitions

Kinds of post-secondary institutions (%)	1999/00	2000/01	2001/02	2002/03
College	—	31.1	26.9	21.9
University College	—	22.4	25.8	23.9
University	—	40.7	38.0	30.8
Institute	—	4.5	7.6	5.4
Learning Agency	—	0.6	0.2	0.4
Other	—	0.8	1.0	9.0
Don't Know	—	0.3	0.2	0.3
Private Post-Secondary Facility	—	—	—	2.6
Post-Secondary Outside BC	—	—	—	5.6
University (%)				
Admitted	22	22	22	22
Qualified	25	26	26	27
Registered	16	17	16	16

Appendix F: Detailed National and International Assessment Results

SAIP Writing 2002

13-year olds		16-year olds	
Above BC	Quebec	Above BC	Quebec
In BC's range	Alberta, **BC**, Canada, Manitoba, New Brunswick, Nova Scotia, Ontario, PEI, Saskatchewan	In BC's range	Alberta, **BC**, Canada, Manitoba, New Brunswick, Newfoundland and Labrador, Nova Scotia, Ontario, PEI, Saskatchewan, Yukon
Below BC	Newfoundland and Labrador, NWT, Yukon	Below BC	NWT

SAIP Reading and Writing 1998

Reading 1998

13-year olds		16-year olds	
Above BC	Quebec	Above BC	Quebec
In BC's range	Alberta, **BC**, Canada, Manitoba, New Brunswick, Newfoundland and Labrador, Nova Scotia, Ontario, PEI, Saskatchewan, Yukon	In BC's range	Alberta, **BC**, Canada, Manitoba, New Brunswick, Newfoundland and Labrador, Nova Scotia, Ontario, PEI, Saskatchewan
Below BC	NWT	Below BC	NWT, Yukon

Writing 1998

13-year olds		16-year olds	
Above BC		Above BC	Newfoundland and Labrador
In BC's range	Alberta, **BC**, Canada, Manitoba, New Brunswick, Newfoundland and Labrador, Nova Scotia, Ontario, PEI, Quebec, Saskatchewan, Yukon	In BC's range	Alberta, **BC**, Canada, Manitoba, New Brunswick, Nova Scotia, Ontario, PEI, Quebec, Saskatchewan, Yukon
Below BC	NWT	Below BC	NWT

SAIP Mathematics 1997 and 2001

Content 2001

13-year olds		16-year olds	
Above BC	Alberta, Quebec	Above BC	Alberta
In BC's range	**BC**, Canada, Manitoba, Ontario, Newfoundland and Labrador, Yukon	In BC's range	**BC**, Canada, Manitoba, New Brunswick, Nova Scotia, Ontario, PEI, Saskatchewan, Yukon
Below BC	New Brunswick, Nova Scotia, Nunavut, NWT, PEI, Saskatchewan	Below BC	Newfoundland and Labrador, Nunavut, NWT

Problem Solving 2001

13-year olds		16-year olds	
Above BC	Alberta, Canada, Quebec	Above BC	Alberta
In BC's range	**BC**, Manitoba, New Brunswick, Newfoundland and Labrador, Ontario, Saskatchewan, Yukon	In BC's range	**BC**, Canada, Manitoba, New Brunswick, Nova Scotia, Ontario, PEI, Saskatchewan
Below BC	Nova Scotia, Nunavut, NWT, PEI	Below BC	Newfoundland and Labrador, Nunavut, NWT, Yukon

SAIP Science 1999

13-year olds		16-year olds	
Above BC	Alberta	Above BC	Alberta
In BC's range	**BC**, Canada, Manitoba, Nova Scotia, Ontario, PEI, Quebec, Saskatchewan, Yukon	In BC's range	**BC**, Canada, Manitoba, New Brunswick, Newfoundland and Labrador, Nova Scotia, Ontario, PEI, Quebec, Saskatchewan, Yukon
Below BC	New Brunswick, Newfoundland and Labrador, NWT, Nunavut	Below BC	NWT, Nunavut

BC's standing in International Assessments

Third International Mathematics and Science Study (TIMSS) 1999

Grade 8 students

Math		Science	
Above BC	Belgium, Hong Kong, Japan, South Korea, Quebec, Singapore, Taiwan	Above BC	Alberta, Singapore, Taiwan
In BC's range	Alberta, Australia, **BC**, Bulgaria, Canada, Czech Republic, Finland, Hungary, Latvia, Malaysia, Netherlands, Newfoundland, Ontario, Russia, Slovak Republic, Slovenia	In BC's range	Australia, Belgium, **BC**, Canada, Czech Republic, England, Finland, Hong Kong, Hungary, Japan, South Korea, Netherlands, Quebec, Russia, Slovak Republic, Slovenia
Below BC	Chile, Cyprus, England, Indonesia, Iran, Israel, Italy, Jordan, Lithuania, Macedonia, Moldova, Morocco, New Zealand, Philippines, Romania, South Africa, Thailand, Tunisia, Turkey, United States	Below BC	Bulgaria, Chile, Cyprus, Indonesia, Iran, Israel, Italy, Jordan, Latvia, Lithuania, Malaysia, Macedonia, Moldova, Morocco, Ontario, Newfoundland, New Zealand, Philippines, Romania, South Africa, Thailand, Tunisia, Turkey, United States

Programme for International Student Assessment (PISA) 2000

15 year-old students

	Reading	Mathematics	Science
Above BC		Alberta, Japan, South Korea, Quebec	South Korea
In BC's range	Alberta, Australia, **BC**, Canada — as a whole, Finland, Ireland, Japan, Manitoba, New Zealand, Ontario, Quebec, Saskatchewan	Australia, **BC**, Canada — as a whole, Finland, Manitoba, New Zealand, Ontario, Saskatchewan, Switzerland, United Kingdom	Alberta, Australia, **BC**, Canada — as a whole, Finland, Japan, Manitoba, New Zealand, Ontario, Quebec, Saskatchewan, United Kingdom
Below BC	Austria, Belgium, Brazil, Czech Republic, Denmark, France, Germany, Greece, Hungary, Iceland, Italy, South Korea, Latvia, Liechtenstein, Luxembourg, Mexico, New Brunswick, Newfoundland, Norway, Nova Scotia, Poland, Prince Edward Island, Portugal, Russian Federation, Spain, Sweden, Switzerland, United Kingdom, United States	Austria, Belgium, Brazil, Czech Republic, Denmark, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Luxembourg, Mexico, New Brunswick, Newfoundland, Norway, Nova Scotia, Poland, Portugal, Prince Edward Island, Russian Federation, Spain, Sweden, United States	Austria, Belgium, Brazil, Czech Republic, Denmark, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Luxembourg, Mexico, New Brunswick, Newfoundland, Norway, Nova Scotia, Poland, Portugal, Prince Edward Island, Russian Federation, Spain, Sweden, Switzerland, United States

Note: Ranges are determined by including in a range all those jurisdictions the results for which the confidence intervals overlap. If the confidence intervals do not overlap, the results are considered statistically different.